

Lake Murray Elementary

1531 Three Dog Road
Chapin, SC 29036

Grades	PK-5 Elementary School	
Enrollment	837 Students	
Principal	Claire Thompson	803-732-8151
Superintendent	Dr. Scott AndersEn	803-732-8000
Board Chair	Paula Hite	803-749-1387

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
7	0	0	0	0

IMPROVEMENT RATING

GOOD

ADEQUATE YEARLY PROGRESS

YES

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Excellent	Good	Yes
2004	Excellent	Good	Yes
2005	Excellent	Excellent	Yes
2006	Excellent	Good	Yes

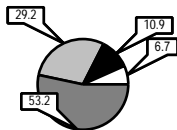
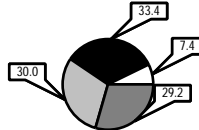
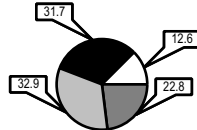
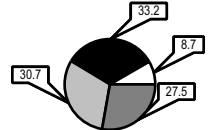
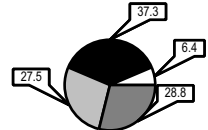
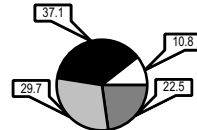
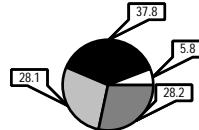
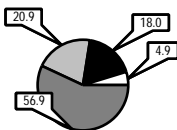
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	425	99.1	6.4	29.4	53.1	11.1	76.3	Yes	Yes
Gender									
Male	225	98.2	9.3	31.5	50.9	8.3	73.1	N/A	N/A
Female	200	100.0	3.2	27.0	55.6	14.3	79.9	N/A	N/A
Racial/Ethnic Group									
White	401	99.5	6.0	28.6	54.4	10.9	77.3	Yes	Yes
African American	15	93.3	15.4	46.2	30.8	7.7	53.8	I/S	I/S
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	355	99.7	2.9	26.8	57.8	12.4	82.9	N/A	N/A
Disabled	70	95.7	24.2	42.4	28.8	4.5	42.4	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	425	99.1	6.4	29.4	53.1	11.1	76.3	N/A	N/A
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	422	99.1	6.5	29.1	53.5	10.9	76.4	N/A	N/A
Socio-Economic Status									
Subsidized meals	45	91.1	7.9	44.7	42.1	5.3	60.5	I/S	Yes
Full-pay meals	380	100.0	6.3	27.8	54.2	11.7	77.9	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	425	99.3	7.4	30.0	29.3	33.3	76.8	Yes	Yes
Gender									
Male	225	98.7	6.0	28.6	27.2	38.2	82.0	N/A	N/A
Female	200	100.0	9.0	31.7	31.7	27.5	70.9	N/A	N/A
Racial/Ethnic Group									
White	401	99.8	7.3	29.4	30.1	33.2	77.1	Yes	Yes
African American	15	93.3	0.0	61.5	23.1	15.4	76.9	I/S	I/S
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	355	100.0	3.2	28.5	31.5	36.8	82.4	N/A	N/A
Disabled	70	95.7	28.8	37.9	18.2	15.2	48.5	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	425	99.3	7.4	30.0	29.3	33.3	76.8	N/A	N/A
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	422	99.3	7.4	30.0	29.3	33.3	76.9	N/A	N/A
Socio-Economic Status									
Subsidized meals	45	93.3	12.8	46.2	20.5	20.5	56.4	I/S	Yes
Full-pay meals	380	100.0	6.8	28.3	30.2	34.6	79.0	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	425	99.8	12.5	33.3	22.8	31.4	54.2
Gender							
Male	225	99.6	12.3	29.2	22.4	36.1	58.4
Female	200	100.0	12.7	38.1	23.3	25.9	49.2
Racial/Ethnic Group							
White	401	99.8	11.9	32.7	23.1	32.2	55.3
African American	15	100.0	21.4	50.0	21.4	7.1	28.6
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	355	100.0	8.2	31.5	25.0	35.3	60.3
Disabled	70	98.6	33.8	42.6	11.8	11.8	23.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	425	99.8	12.5	33.3	22.8	31.4	54.2
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	422	99.8	12.1	33.6	23.0	31.4	54.3
Socio-Economic Status							
Subsidized meals	45	97.8	29.3	43.9	9.8	17.1	26.8
Full-pay meals	380	100.0	10.6	32.2	24.3	33.0	57.2

Social Studies							
All Students	425	99.8	8.6	30.9	27.5	33.1	60.5
Gender							
Male	225	99.6	8.2	27.9	24.7	39.3	63.9
Female	200	100.0	9.0	34.4	30.7	25.9	56.6
Racial/Ethnic Group							
White	401	99.8	7.5	30.9	27.8	33.8	61.6
African American	15	100.0	21.4	28.6	28.6	21.4	50.0
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	355	100.0	5.6	30.0	27.4	37.1	64.4
Disabled	70	98.6	23.5	35.3	27.9	13.2	41.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	425	99.8	8.6	30.9	27.5	33.1	60.5
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	422	99.8	8.4	30.9	27.7	33.1	60.7
Socio-Economic Status							
Subsidized meals	45	97.8	19.5	43.9	24.4	12.2	36.6
Full-pay meals	380	100.0	7.4	29.4	27.8	35.4	63.2

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	134	100.0	10.7	20.6	50.4	18.3	68.7
	4	127	100.0	12.2	28.5	55.3	4.1	59.3
	5	136	100.0	9.9	38.9	50.4	0.8	51.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	145	98.6	4.5	24.2	57.6	13.6	71.2
	4	143	98.6	7.2	29.5	52.5	10.8	63.3
	5	137	100.0	7.5	34.3	49.3	9.0	58.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	134	100.0	7.6	41.2	32.1	19.1	51.1
	4	127	100.0	8.9	22.8	32.5	35.8	68.3
	5	136	100.0	5.3	31.3	32.1	31.3	63.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	145	98.6	4.5	37.1	40.2	18.2	58.3
	4	143	99.3	5.0	28.6	21.4	45.0	66.4
	5	137	100.0	12.7	24.6	26.9	35.8	62.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	134	100.0	16.0	28.2	40.5	15.3	55.7
	4	127	100.0	12.2	32.5	27.6	27.6	55.3
	5	136	100.0	17.6	30.5	20.6	31.3	51.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	145	100.0	8.2	38.1	29.1	24.6	53.7
	4	143	99.3	14.3	25.0	22.1	38.6	60.7
	5	137	100.0	14.9	37.3	17.2	30.6	47.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	134	100.0	3.1	22.1	31.3	43.5	74.8
	4	127	100.0	8.1	26.0	33.3	32.5	65.9
	5	136	100.0	13.7	37.4	24.4	24.4	48.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	145	100.0	3.0	25.4	46.3	25.4	71.6
	4	143	99.3	8.6	25.7	19.3	46.4	65.7
	5	137	100.0	14.2	41.8	17.2	26.9	44.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 837)				
First graders who attended full-day kindergarten	97.9%	Up from 93.9%	98.2%	100.0%
Retention rate	1.3%	Down from 1.4%	1.3%	2.8%
Attendance rate	97.1%	Up from 97.0%	97.0%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.7%	Up from 0.5%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.7%	Down from 0.8%	0.0%	0.0%
Eligible for gifted and talented	35.0%	Up from 33.2%	34.6%	10.4%
On academic plans	17.6%	N/AV	13.6%	33.6%
On academic probation	0.0%	N/AV	1.3%	1.0%
With disabilities other than speech	8.2%	Down from 9.6%	5.7%	7.5%
Older than usual for grade	0.1%	No change	0.1%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 61)				
Teachers with advanced degrees	70.5%	Up from 67.2%	61.8%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	1.7%	N/A	1.3%	2.4%
Teachers with emergency or provisional certificates	0.0%	Down from 2.0%	0.0%	0.0%
Teachers returning from previous year	88.1%	Down from 89.9%	88.7%	87.3%
Teacher attendance rate	89.9%	Down from 93.6%	95.2%	94.9%
Average teacher salary	\$44,521	Up 1.6%	\$43,835	\$42,485
Prof. development days/teacher	7.4 days	Down from 12.1 days	11.5 days	13.3 days
School				
Principal's years at school	9.0	Up from 8.0	5.0	4.0
Student-teacher ratio in core subjects	20.5 to 1	Up from 19.4 to 1	20.5 to 1	18.6 to 1
Prime instructional time	85.4%	Down from 89.3%	90.6%	89.7%
Dollars spent per pupil*	\$6,662	Down 1.0%	\$6,192	\$6,557
Percent of expenditures for teacher salaries*	68.3%	Up from 64.6%	67.9%	64.0%
Percent of expenditures for instruction*	69.7%		70.0%	69.1%
Opportunities in the arts	Good	Down from Excellent	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	7.2%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Our mission at Lake Murray Elementary School, where everyone cares to learn and learns to care, is to develop lifelong learners and responsible citizens, prepared to embrace challenges and changes by ensuring a multifaceted curriculum, instilling respect for self and others, and nurturing positive relationships within communities.

Developing lifelong learners and responsible citizens is accomplished by developing effective study and writing skills, teaching so that reading becomes a tool for learning, and using technology proficiently to enhance research and presentations. Our school was recognized as one of four schools in S.C. that received the Literacy Spot Award for excellence in literacy instruction and has received recognition from the state for closing the achievement gap in both 2005 and 2006. Citizenship is promoted through the many activities in the community. Building community within the classroom is done in class meetings and through focus on respectful talk. Service activities such as the coat and sock drive, collection of tabs for Ronald McDonald House, Valentine's Day writings/cards for Lowman Home residents, food drive for a local food bank, letters to Veterans, collection of money and school supplies for Hurricane Katrina victims, and involvement in Community of Service Day emphasize our commitment to community building and citizenship.

Helping students to embrace challenges and changes by ensuring a multifaceted curriculum is accomplished with a curriculum that is current and instruction that is based on best practices. A balanced literacy program assists students in expressing themselves through writing and oral communication. They are challenged to achieve through books that are aligned to their interests and achievement level. Students use technology to express their learning in electronic portfolios, PowerPoint presentations, and research projects using Internet sites. Students are also taught using interactive boards, a wireless lab, two computer labs, and PowerPoints.

Instilling respect for self and others is more than just a phrase. Through discussions after read alouds and Readers' Theatre of books selected for their character education focus on the words of the month, a common focus is maintained and students are recognized for demonstrating the character trait of the month.

LMES is fortunate to have a very supportive community at large. We nurture those positive relationships within communities through our involvement with community activities such as Relay for Life, service activities with the Lowman Home, and involvement of Rotary Club (which provides dictionaries to third graders), Ruritans, Optimist Club (Terrific Kids Program), Chapin High School (Teacher Cadets and Service Learners), local business and community members who serve on our School Improvement Council and provide needed resources. Our school was again named a Red Carpet Award Winner for the community/family friendly atmosphere.

Claire Thompson, Principal
Katherine Bullock, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	47	130	59
Percent satisfied with learning environment	93.6%	87.6%	89.5%
Percent satisfied with social and physical environment	100.0%	85.3%	93.2%
Percent satisfied with school-home relations	100.0%	85.2%	84.2%

*Only students at the highest elementary school grade level at this school and their parents were included.